

**THE EFFECT OF LABOUR IN THE HISTORY OF  
EDUCATION FOR BLACKS IN SOUTH AFRICA (1948-  
1986)**

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**B.A., B.ED. H.P.T.C.**

Dissertation submitted in fulfilment of the requirements for the degree Magister Educationis  
in the Faculty of Education of the Potchefstroomse Universiteit vir Christelike Hoër  
Onderwys.

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Potchefstroom

1996

"Train up a child in the way he should go; and when he is old he will not depart from it"  
(Proverbs 22:6).

"The sleep of the labouring man is sweet, whether he eat little or much" (Ecc. 5:12).

## ACKNOWLEDGEMENTS

My sincere gratitude and appreciation go to:

- \* Prof. Hannes van der Walt, my supervisor, for his tireless and distinguished academic guidance which resulted in the completion of this research.
- \* my co-supervisor, Prof. Pieter de Klerk.
- \* my wife Selinah and four children, Oteng, Ofentse, Obakeng and Ontse for their encouragement and moral support - also my parents Darius and Hermina for what I am today.
- \* Mr. Sam Makama, a friend in need ... and Mrs. Thabile Molete.
- \* Mrs. Elize van der Walt, who typed my chapters and final dissertation with painstaking care.
- \* all who were instrumental in facilitating the completion of this research document:
  - Mrs. Francis Labuschagne, my supervisor's secretary;
  - administrative personnel at the Vanderbijlpark Campus of the PU for CHE and at the PU for CHE;
  - library staff at the Vanderbijlpark Campus of the PU for CHE, Ferdinand Postma Library at the PU for CHE, RAU, WITS and Johannesburg Reference Library for their friendly and knowledgeable help;
  - the sixteen knowledgeable respondents who comprised the sample;
  - Prof. Nic Wiehahn, chairman of the Wiehahn Commission in 1979;
  - Dr. Adele Gordon, T.J.M. Mataboge, Ger Mathies, P. Masia, J. Hamese, Mahlomola Kekana, Matakanye Matakanye, J. Mdluli, S. Motloi, Tim Modise, Charles Nwaila, V. Junod, Rachmat Omar, Tenza Edward and my sister Olga Kgoroadira.
- \* all those people whose names are not mentioned - Thank you, Dankie, Ke a leboga - Pula! Ndiya bong a - God Bless you.

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Illustration of the theory about labour theories

**Figure 3.4(a)**

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Std 10 pass rate 1989-1993

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## ABSTRACT

This research was undertaken as a result of the suspected failure of Apartheid Education between 1948 and 1986 to educate Blacks in job-related skills. Industrialists and other employer-institutions spent huge sums of money to equip black job-seekers who were mostly not ready for employment. The high drop-out rate from black primary and secondary schools became a matter of great concern to both the recipients of education and the international communities, especially with regard to the escalating level of poverty of the unskilled and unemployable Blacks in South Africa.

In defining the statement of the problem for this research paper, the question: "What were the effects of views on labour in the history of education for Blacks in South Africa in the period (1948-1986)?" was answered with reference to the three primary objectives of this study. The three primary objectives of this study were 1) to explore the prevailing views on labour-orientated education for black South Africans in the period 1948-1986; 2) to look into the suitability, feasibility and applicability of various labour theories in the education of black South Africans (1948-1986); and 3) to weigh the extent to which these theories influenced the educational circumstances of the Blacks in South Africa in the period 1948-1986.

With this statement of the problem and the three primary objectives of the aim of this research in mind, the delimitation of the research area was done by means of definitions of key words such as labour; skilled labour; unskilled labour; history; education; Blacks and the period 1948-1986. This helped to focus the topic and to present the reader with a clear conceptualisation about the research project.

Once the topic had been delimited, a literature study was done in order to facilitate the fundamental relationship between education and labour. This included a Scriptural vision of education and labour, and a distinction between the concepts education, indoctrination, training and teaching. The literature study resulted in the researcher's own formulated theory, referred to as "the communication two-stream theory", based on the unavoidable relationship between education and labour.

Secondly, a critical assessment of various theories on education and their implications for labour was done. These theories included Plato's theory of a Utopian state in education and labour, Liberalism, Individualism, Capitalism and the Marxist theory of production in education and labour, Socialism and Christian theory about education and labour. These theories revealed the effects of views on the effect of labour on education.

Thirdly, the effects of views on the relationship between education and labour for Blacks in South Africa 1948-1986 were discussed. Various historical factors pertaining to education and labour for black South Africans before and after 1948 were discussed in terms of their relevancy for and influence on education and labour policies in the lives of the indigenous

people of South Africa. The discussion included education and labour before 1652 and also colonial and mission education in South Africa as well as the effects of Capitalism and the monetary system on black labour and education. The National Party's rule from 1948 until the abolition of influx control in 1986 was then investigated. Apartheid education and its effects on the lives of many black South Africans (1948-1986), trade unionism, Commissions of inquiry in particular the Eiselen, Riekert, Wiehahn and De Lange Commissions, were analysed and utilised to explain the collapse of education under the National Party Government. The collapse of National Party rule in South Africa was hastened by internal and external factors such as activities of the students in South Africa before and after 1976, the ANC, PAC, SACP and also pressures by the international community.

Fourthly, an empirical investigation by means of interviews reinforced the literature review to confirm the findings on the effects of views on labour-orientated education for Blacks in South Africa between 1948-1986.

The study revealed that views on labour-oriented education enslaved Blacks as these views were informed by distorted and undesirable theories on the education of Blacks, instead of adhering to accepted Christian norms and values in education and labour. Apartheid ideology misled and blinkered the colonial and National Party governments in their planning and designing of education for Blacks in South Africa.

The research revealed many injustices and harm done to Blacks by offering them an education suitable for slaves. It is recommended that a speedy solution be reached by the RSA government and parents with the help of NGO's to address the imbalances of the apartheid policies which ruined the lives of many Blacks in South Africa between 1948-1986.

## OPSOMMING

Hierdie navorsing is onderneem as 'n gevolg van die vermeende onvermoë van Apartheidonderwys tussen 1948 en 1986 om Swartmense op te lei in werkrelevante vaardighede. Diegene in die industrie en ander werkgewers het groot somme geld bestee om swart werksoekers toe te rus - en dan was hulle meesal nie toegerus vir kennisvolle werk nie. Die hoë uitvalsyfer uit swart primêre en sekondêre skole het 'n saak van groot kommer geword vir die ontvangers van hierdie soort skoling en vir die internasionale gemeenskap, veral met verwysing na die eskalerende vlakke van armoede onder die ongeskoolde Swartmense wat nie sinvol aangewend kon word nie.

In die uiteensetting van die probleemstelling van hierdie navorsing is die vraag: "Wat was die uitwerking van gesigpunte oor arbeid in die onderwysgeskiedenis van Swartes in die tydperk 1948 tot 1986?" beantwoord deur verwysing na die drie primêre doelwitte van die studie. Hierdie doelwitte was 1) om na te gaan wat die heersende houdings en opinies oor arbeid-gerigte onderwys vir swart Suid-Afrikaners in die tydperk 1948 tot 1986 was; 2) om te kyk na die toepaslikheid, uitvoerbaarheid, en gepastheid van verskillende arbeidsteorieë in die onderwys van Swartes in Suid-Afrika in hierdie tydperk, en 3) om die mate te bepaal waartoe hierdie teorieë die onderwysomstandighede van Swartes in Suid-Afrika in hierdie tyd bepaal het.

Met hierdie probleemstelling en die drie primêre doelwitte van die studie in gedagte is die omlýning van die studie gedoen deur middel van definisies van sleutelsterme soos arbeid, geskoolde arbeid, ongeskoolde arbeid, geskiedenis, onderwys, Swartes en die tydperk 1948 tot 1986. Dit is gedoen ter wille van die nodige fokus van die onderwerp en om vir die lesers 'n duidelike konseptualisering te bied van die navorsingsonderwerp.

Nadat die onderwerp omlýn is, is 'n literatuurstudie onderneem om die fundamentele verhouding tussen onderwys en arbeid te fasiliteer. Dit het 'n visie van onderwys wat uit die Woord ontleen is ingesluit, en ook 'n onderskeid tussen die konsepte onderwys, indoktrinasië, opleiding en onderrig. Die literatuurstudie het uitgeloop op die navorsers se eie teorie, geformuleer as die "kommunikasië-dubbelstroomteorie", en wat gebaseer is op die onvermydelike verhouding tussen onderwys en arbeid.

In die tweede plek, is daar 'n kritiese evaluering gedoen van verskillende onderwysteorieë en hulle implikasies vir arbeid. Hierdie teorieë het Plato se Utopie-staatteorie ingesluit met verwysing na onderwys en arbeid, Liberalisme, Individualisme, Kapitalisme en die Marxistiese teorie van produksie in onderwys en arbeid, Sosialisme en die Christelike teorie oor onderwys en arbeid. Hierdie teorieë het die uitwerking van houdings en gesigpunte oor arbeid en onderwys aan die lig gebring.

In die derde plek is die uitwerking van beskouinge oor die verhouding tussen onderwys en arbeid vir Swartes in Suid-Afrika in die betrokke tydperk bespreek. Verskeie historiese faktore met verwysing na onderwys en arbeid vir Swartes voor en na 1948 is bespreek in terme van hulle relevansie vir en invloed op arbeidsbeleid in die lewens van inheemse Suid-Afrikaners. Die bespreking het onderwys en arbeid voor 1652 ingesluit, sowel as koloniale en sendingonderwys. Daar is ook verwys na die uitwerking van die Kapitalisme en die geldstelsel op swart arbeid en onderwys. Die Nasionale Partyregering vanaf 1948 tot die afskaffing van invloedbeheer in 1986 is ook bespreek. Apartheidonderwys en die uitwerking daarvan op die lewens van baie swart Suid-Afrikaners (1948-1986), die vakbondwese, kommissies (veral die Eiselen-, Riekert-, Wiehahn- en De Langekommissies) is ontleed en gebruik om die val van onderwys onder die Nasionale Partyregering te verklaar. Die val van die Nasionale Partyregering is verhaas deur interne faktore soos die aktiwiteite van studente in Suid-Afrika voor en na 1976, die ANC, die PAC, SAKP en ook deur druk van buite die landsgrense.

In die vierde plek is 'n empiriese studie gedoen deur middel van onderhoude wat deur die literatuurstudie gerugsteun is, om die bevindinge van die uitwerking van beskouinge oor arbeidgerigte onderwys vir Swartes in Suid-Afrika uit te lig.

Die studie het getoon dat beskouinge oor arbeidgerigte onderwys Swartes slawe gemaak omdat hierdie beskouinge onderlê is deur verdraaide en ongewenste teorieë oor swart onderwys, eerder as om te steun op aanvaarde Christelike norme en waardes in onderwys en arbeid. Die Apartheidideologie het die koloniale en Nasionale Partyregering in hulle beplanning en ontwerp van onderwys verblind en mislei.

Die navorsing het aangetoon dat baie onregte teenoor Swartes gepleeg is deur vir hulle onderwys aan te bied wat 'n slawementaliteit in die hand gewerk het. Dit word voorgestel dat 'n spoedige oplossing bereik word deur die RSA-regering en ouers, met die hulp van neregeringorganisasies, om die wanbalanse aan te spreek wat daartoe gelei het dat apartheidsidees die lewens van baie Swartes geruïneer het tussen 1948 en 1986.

**KEY CONCEPTS:**

**Labour; history of education; education;  
Blacks, South Africa; 1948-1986**